

The Condition of Education 2010

Indicator 14 *Achievement in the Arts*

The indicator and corresponding tables are taken directly from *The Condition of Education 2010*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2010*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010028>) or contact ED Pubs at 1-877-4ED-PUBS.

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Achievement in the Arts

On the 2008 National Assessment of Educational Progress (NAEP), the average responding scores of 8th-graders in high-poverty schools were 45 points lower in music and 43 points lower in visual arts than the respective scores of 8th-graders in low-poverty schools.

The 2008 National Assessment of Educational Progress (NAEP) in the arts was given to a nationally representative sample of 8th-grade public and private school students. Two separate scores are reported for the arts assessment: average responding score and average creating task score. The average responding score is reported for both music and visual arts and reflects students' ability to observe, describe, analyze, and evaluate existing works of music and art through multiple-choice and constructed-response questions. The average creating task score was collected only for visual arts and reflected students' ability to create and communicate through original works of art. To discuss both music and art, only the average responding scores are presented in this indicator—these average scores for music and visual arts are reported on two separate NAEP scales, each ranging from 0 to 300, with the average set at 150. Although the results for music and visual arts cannot be compared, the differences between student groups exhibited similar patterns in both the music and visual arts disciplines.

Average scores for both the music and visual arts assessments varied by student characteristics (see table A-14-1). Females scored 10 points higher on average than males in music and 11 points higher in visual arts (155 vs. 145 for both subjects). In music, the scores of White and Asian/Pacific Islander students were 29 to 32 points higher than those of Black and Hispanic students, and in visual arts, White and Asian/Pacific Islander students scored 22 to 31 points higher than Black and Hispanic students. For example, the average music score for

Whites was 161, compared with 130 for Blacks and 129 for Hispanics. Looking at the student characteristic of parents' education, it can be seen that the performance gaps between students whose parents graduated from college and those whose parents did not finish high school were 34 points for music and 24 points for visual arts (161 vs. 127 and 161 vs. 137, respectively).

In 2008, 8th-grade students at private schools scored 14 points higher on the music assessment than students at public schools (163 vs. 149), but there was no measurable difference between those groups in scores on the visual arts assessment. Eighth-graders who attended city schools had an average score of 142 in music, which was lower than the scores of their peers at suburban (155), town (156), and rural schools (150). Students who attended city schools also had a lower average score in visual arts than did students from suburban schools (144 vs. 155). Students in high-poverty schools (schools where more than 75 percent of students are eligible for free or reduced-price lunch [FRPL]) had average scores that were 45 points lower in music than the scores of students in low-poverty schools (schools where 25 percent or fewer of students are eligible for FRPL) (123 vs. 168). A similar pattern was found in the scores of students at high- versus low-poverty schools on the visual arts assessment.

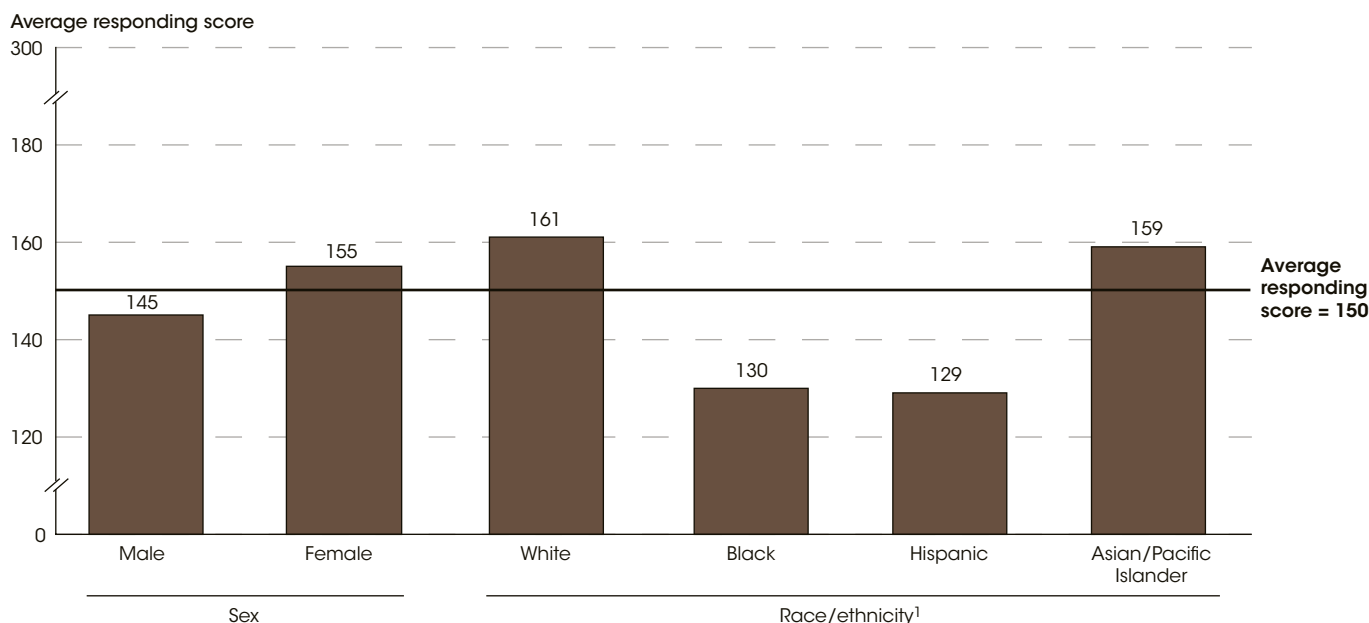


For more information: *Tables A-14-1 and A-14-2*
Glossary: *National School Lunch Program*

Technical Notes

Music and visual arts are two distinct disciplines; therefore, results are reported separately for each area and cannot be compared. Differences are calculated based on unrounded scores. For more information on NAEP, see

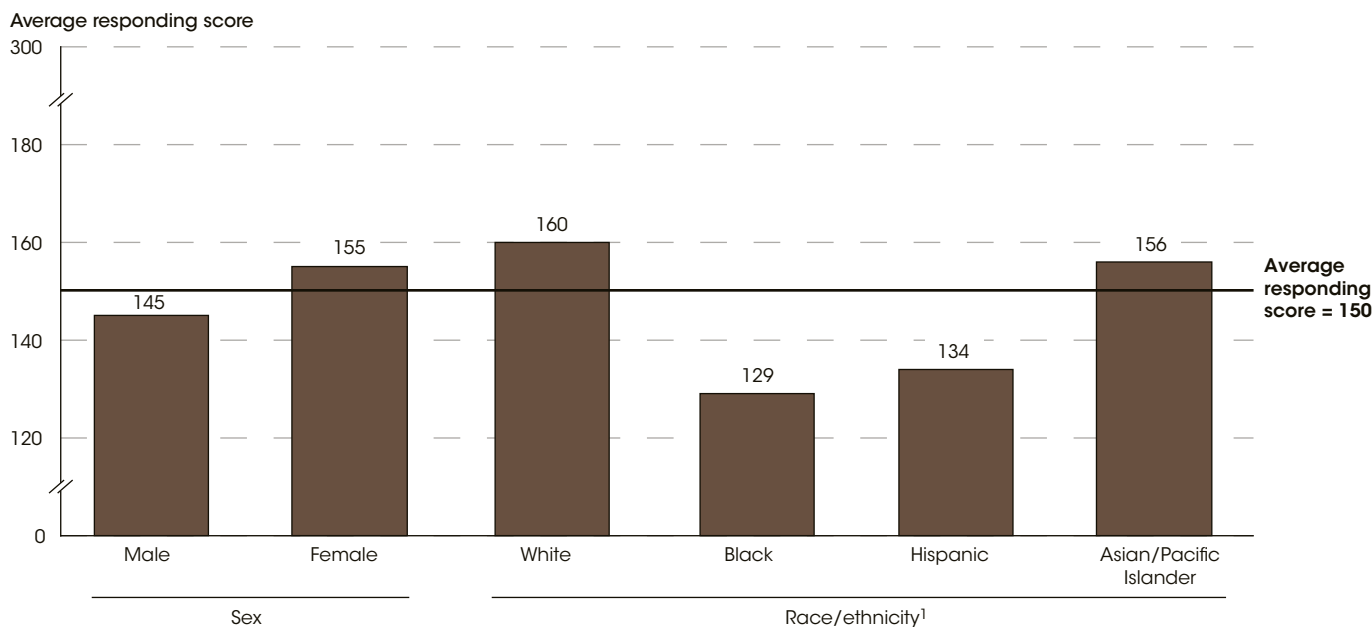
supplemental note 4. For more information on parents' education, race/ethnicity, locale, and free or reduced-price lunch eligibility, see *supplemental note 1*.

Figure 14-1. Average responding scores in music for 8th-grade students, by sex and race/ethnicity: 2008

¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were assessed on their ability to observe, describe, analyze, and evaluate existing works of music. The average scores for music are reported on a scale ranging from 0 to 300, with the average set at 150. Due to small sample size, data for American Indians/Alaska Natives did not meet reporting standards. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music Assessments, NAEP Data Explorer.

Figure 14-2. Average responding scores in visual arts for 8th-grade students, by sex and race/ethnicity: 2008

¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were assessed on their ability to observe, describe, analyze, and evaluate existing works of art. The average scores for visual arts are reported on a scale ranging from 0 to 300, with the average set at 150. Due to small sample size, data for American Indians/Alaska Natives did not meet reporting standards. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*. For more information on race/ethnicity, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Visual Arts Assessments, NAEP Data Explorer.

Supplemental Tables to Indicator 14

Achievement in the Arts

Table A-14-1. Average responding scores in music and visual arts for 8th-grade students, by selected student characteristics and the characteristics of the schools they attend: 2008

Student and school characteristics	Music	Visual arts
Average score	150	150
Sex		
Male	145	145
Female	155	155
Race/ethnicity ¹		
White	161	160
Black	130	129
Hispanic	129	134
Asian/Pacific Islander	159	156
Alaska Native/American Indian	‡	‡
Parents' education		
Did not finish high school	127	137
Graduated from high school	140	138
Some education after high school	152	154
Graduated from college	161	161
School type		
Public	149	149
Private	163	159
Locale		
City	142	144
Suburban	155	155
Town	156	149
Rural	150	151
Percentage of students in school eligible for free or reduced-price lunch		
0–25 percent	168	168
26–50 percent	149	148
51–75 percent	139	141
76–100 percent	123	125

‡ Reporting standards not met.

¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students were assessed on their ability to observe, describe, analyze, and evaluate existing works of music and art. The National Assessment of Educational Progress (NAEP) Music and Visual Arts scales range from 0 to 300, with the average set at 150. For more information on NAEP, see *supplemental note 4*. For more information on parents' education, race/ethnicity, locale, and free or reduced-price lunch eligibility, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

Table A-14-2. Percentage of 8th-grade students, by percentage of students in school eligible for free or reduced-price lunch and selected arts-related school characteristics: 2008

Arts-related school characteristics	Music					Visual arts				
	Percentage of students in school eligible for free or reduced-price lunch					Percentage of students in school eligible for free or reduced-price lunch				
	Total	0-25	26-50	51-75	76-100	Total	0-25	26-50	51-75	76-100
Total	100	100	100	100	100	100	100	100	100	100
District or state curriculum ¹	71	78	74	62	73	69	79	66	66	72
Availability/frequency of instruction in subject										
Subject not taught	8	8!	3	9!	21	14	5!	16!	14!	21!
2 or fewer times per week	35	41	34	26	26	39	52	31	33	30
3 or more times per week	57	50	63	65	52	47	43	54	53	49
Percentage of students in school instructed in subject										
0-20 percent	32	23	32	30	51	31	20	36	37	45
21-60 percent	32	28	39	38	20!	26	20	34	28	22!
61-100 percent	36	48	30	32	28!	43	61	30	36	33
Subject taught by full-time specialist	77	85	86	73	59	77	91	80	76	62
Attend event in subject with class										
None	66	64	60	68	77	84	87	86	85	77
1-2 times	23	25	27	21	17	14	12	12	13	20
3 or more times	11	11	13	12	7	2	1	2	2	3
Sponsor field trips in subject	64	77	67	48	69	38	48	38	26	43
Sponsor extracurricular activities in subject	89	90	93	89	80	64	81	60	51	53

! Interpret data with caution (estimates are unstable).

¹ The school is required to follow a curriculum in the subject.NOTE: Detail may not sum to totals because of rounding. For more information on the National Assessment of Educational Progress (NAEP), see *supplemental note 4*. For more information on free or reduced-price lunch eligibility, see *supplemental note 1*.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

Achievement in the Arts

Table S-14-1. Standard errors for the average responding scores in music and visual arts for 8th-grade students, by selected student characteristics and the characteristics of the schools they attend: 2008

Student and school characteristics	Music	Visual arts
Average score	1.2	1.2
Sex		
Male	1.3	1.4
Female	1.4	1.2
Race/ethnicity		
White	1.3	1.2
Black	2.0	2.4
Hispanic	1.9	1.9
Asian/Pacific Islander	4.7	4.2
Alaska Native/American Indian	†	†
Parents' education		
Did not finish high school	2.3	2.0
Graduated from high school	2.4	2.0
Some education after high school	1.8	1.9
Graduated from college	1.4	1.4
School type		
Public	1.3	1.2
Private	2.8	5.2
Locale		
City	2.0	2.1
Suburban	1.9	1.8
Town	3.5	2.8
Rural	2.6	3.0
Percentage of students in school eligible for free or reduced-price lunch		
0–25 percent	2.1	1.7
26–50 percent	1.9	2.1
51–75 percent	1.9	2.2
76–100 percent	2.2	2.6

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.

Table S-14-2. Standard errors for the percentage of 8th-grade students, by percentage of students in school eligible for free or reduced-price lunch and selected arts-related school characteristics: 2008

Arts-related school characteristics	Music					Visual arts				
	Percentage of students in school eligible for free or reduced-price lunch					Percentage of students in school eligible for free or reduced-price lunch				
	Total	0-25	26-50	51-75	76-100	Total	0-25	26-50	51-75	76-100
Total	†	†	†	†	†	†	†	†	†	†
District or state curriculum	2.9	6.8	5.4	7.1	5.7	3.0	5.9	6.8	6.7	6.4
Availability/frequency of instruction in subject										
Subject not taught	2.0	4.4	0.3	5.2	5.9	2.4	3.0	5.2	5.7	6.8
2 or fewer times per week	3.3	7.0	7.4	7.1	7.5	3.9	8.2	7.2	8.5	7.9
3 or more times per week	3.2	7.0	7.5	7.9	7.7	3.9	8.0	7.7	8.8	8.3
Percentage of students in school instructed in subject										
0-20 percent	3.2	6.4	6.4	5.5	8.5	3.6	5.6	7.7	7.1	8.2
21-60 percent	3.8	7.7	7.4	6.4	6.7	3.3	4.8	6.4	7.1	7.6
61-100 percent	3.4	7.4	7.3	5.5	8.6	2.9	6.8	6.7	8.0	7.5
Subject taught by full-time specialist	3.0	5.7	5.0	5.9	7.9	3.2	3.0	5.8	6.5	8.8
Attend event in subject with class										
None	1.4	2.3	3.2	2.6	2.7	1.0	1.8	1.7	2.3	2.2
1-2 times	1.1	1.9	2.7	2.3	2.1	1.0	1.8	1.7	2.1	2.2
3 or more times	0.7	1.3	1.2	1.4	1.0	0.2	0.3	0.4	0.5	0.6
Sponsor field trips in subject	3.6	6.5	7.2	6.9	7.5	3.2	7.1	7.6	6.6	7.1
Sponsor extracurricular activities in subject	2.5	6.4	2.9	4.8	6.7	3.3	5.1	7.7	8.3	8.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2008 Music and Visual Arts Assessments, NAEP Data Explorer.